

# CAREER DEVELOPMENT ACTIVITY #13-A



## Title: “Preparing for the Game of Life”

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**Standard 8001.01:** The student will develop self-knowledge and skills related to the world of work and occupations.

**Objective .0101:** Acquire self-knowledge related to education and occupation exploration.

**Objective .0104:** Identify and utilize the decision making/problem solving process.

**Standard 8001.02:** The Student will explore applied technology education and related occupations.

**Objective .0205:** Apply economic concepts to personal and workplace experiences.

**Objective .0207:** Develop an awareness of the basic skills related to family and consumer sciences.

**Standard 8001.03:** The student will utilize occupational information in the career planning process.

**Objective .0301:** Develop an awareness and understanding of the 6 career fields.



**Objective .0303:** Develop basic employment and job skills.

**Objective .0304:** Engage in the career planning process.

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**Time:** 45-50 minutes

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**Materials:** % Student Record Book   
“Preparing For The Game of Life” RB 37-38 (Teacher Copies, CD 13A.4-13A.5)  
% Planning Game of Life Overhead (CD 13A.6)  
% 4 Overheads of “Passive, Aggressive and Assertive Ways to Make Decisions” (13A.7-13A.10)  
% Chart Your Future Poster 

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**Rationale:** This lesson will bring together in a “big picture” format most of the major aspects of the previous career development activities. Students will have the opportunity to practice the career development process as it applies to them individually. They will be referring back to their personal data in the Record Book and Chart Your Future Poster as they summarize and evaluate this information to match their current lifestyle goals. Students will come to know through this activity that:

- ◁ Making good choices is a basic part of being independent
- ◁ Planning puts them in control of their consequences

**What?** In what activity will the student participate?

- (1) **[20-25 minutes]** As the students enter the class, tell them that they will be “Preparing for the Game of Life” by completing a summary sheet. Hand to every student a copy of “Preparing for the Game of Life.” (RB 37-38) Mention to the students that if they prepare well and complete all the steps using their Record Book and Chart Your Future Poster, they will have a better chance of winning the “Game of Life” which they will be playing tomorrow. (**Note:** This lesson works very well as the Small Group SEOP. Inviting and having the parents participate in this activity as their student summarizes his/her personal information, will help the parent(s) better understand their son/daughter’s goals and options. The parents can then better support them in the career development process.)

If students have not updated information on the Chart Your Future Poster, have them use this time to do so.

**Suggestions to help facilitate completion of the “Preparing for the Game of Life” (RB 37-38) activity:**

**Step 1:** Take some time to explain and give examples as the students complete this step.

**Step 2:** If students have been absent for any CDA #6, 7, 8, 9, 10, or 12 prior arrangements should be made to help them complete these activities. (**Hint:** The TLC team may want to arrange a TLC make-up day with the counselors or counseling secretary).

**Step 3:** Having a class list of occupations organized around the 6 Career Areas and displayed so the students can refer to it, will really help the students complete this step much faster and with better understanding of how occupations can be chosen based upon personal characteristics. (Hint: The Holland Code personality type posters from CDA 6 may also be helpful.

**Step 4: Part A:** Possible answers: *Career Futures*, school career center, the media, knowledgeable adults, o\*net.

**Part B:** This is a good time to inform parents and/or students of scheduled times for their individual SEOP conference.

**Step 5:** It is really important that students list specific things or actions they can do to acquire the material possessions, education level or occupation, (etc.) which they have listed on the front side of the summary in Step 1. Explain that the things they can do to reach their goals usually can be broken down into steps such as starting with today and then adding activities over the months and years.

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**So What?** What will the student learn as a result of participation in this activity?

- (1) **[10 minutes]** Show the students the overhead of “Playing the Game of Life.” (13.6) As you go through the information, have the students tally at the bottom of their sheets the number of spins they have earned through their

answers. (Explain to the students that the “so what” of this activity is that good preparation and planning will produce more spins or success as they play the “Game of Life.”)

- (2) **[10 minutes]** In order to “play the game”, the students will need to understand the information on the overheads, “Passive, Aggressive, and Assertive Ways to Make Decisions” (CD 13A.8 - 13A.10). Spend some time to explain and demonstrate these three personality style approaches to making decisions. **How** we make and communicate our decisions is an important aspect of setting and reaching goals. Understanding these decision-making styles will help the students “play the game of life” more successfully.
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**Now What?** What can the student do with this new information in regard to career development?

Having summarized their personal information as it relates to occupations, listed their goals in life, and identified their decision-making style, the students are now prepared to play “The Game of Life” more effectively.

Name \_\_\_\_\_

Period \_\_\_\_\_

**Preparing For The Game Of Life**

**STEP #1-A: My Ideal Future**

Define your hopes and dreams starting with the following aspects of life.

Family

Leisure Time Activities


Material Possessions

Work

Community Involvement

Education

MY IDEAL CIRCLE OF LIFE



**STEP #1-B:** Choose one aspect of your Ideal Circle of Life which you feel will have the most influence or will affect the other aspects of your life the most. Write it in the box below.

**STEP #2: *Being Aware of All That You Are***

Below, list the characteristics which best describe you for each of the categories.

You may want to refer back through your Record Book and Poster to help you remember the characteristics.

TLC Activities	Your Personal Characteristic	Your Matching Occupation
Dominant Personality Type [#6]		
Highest Career Interest Area [#7]		
Outstanding Talent/Ability [#8]		
Dominant Learning Style [#9]		
Most Valued Work Preference[#10]		
My Best Basic SCAN Skill [#12]		

**STEP #3: *Awareness of Life's Possibilities and Many Career Options***

**(Use posters from CDA 6 - 6.13-6.18).**

Using the class lists of occupations, write in the Your Matching Occupation column an occupation you feel matches that characteristic. (Example: For Learning Style--Musical, you could list composer.) Choose occupations that you think you might like.

**STEP #4-A: *The More You Know, the Better the Choices***

List below two resources you can refer to when you want to know more about a career.

1. \_\_\_\_\_ 2. \_\_\_\_\_

**STEP #4-B: *Deciding to Decide***

I plan on attending my SEOP Conference with my parent(s)/guardian to evaluate my planning and review the above characteristic information with my counselor or teacher.

YES

NO

**STEP #5: *Where Do I Go From Here?***

Below, list three things you plan to do to reach your ideal life.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Playing the Game of Life Spin Points**

How you prepared for the Game of Life will determine how many spins you will have in moving forward on the Game of Life board. Follow the directions your teacher will show you to see how to add your spin points. Write your total spin turns here:

a.\_\_\_\_ b.\_\_\_\_ c.\_\_\_\_ d.\_\_\_\_ e.\_\_\_\_ f.\_\_\_\_ g.\_\_\_\_

TOTAL



# PLAYING THE GAME OF LIFE

How you prepared for the game of life will determine how many spins you will have in moving forward on the “Game of Life” board.

- (A) For each step you completed on the Preparing for the Game of Life sheet, give yourself one spin.

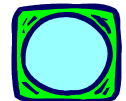
(Total possible 5)



- (B) **Step #1 A:** If you listed under Education any training or education past high school, add one spin.



- (C) **Step #1 A:** If you listed volunteering or giving service as a way to be involved in your community, give yourself one spin.



- (D) **Step #1 B:** If you listed education or work in the box add one spin.



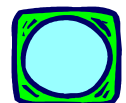
- (E) **Step #3:** If you listed a nontraditional occupation (check your Record Book glossary for definition), add one spin.



- (F) **Step #4 B:** If you said YES, give yourself one spin.



- (G) **Step #5:** If you listed a goal or plan that you can reach this year, add one spin.



TOTAL SPINS



# DECISION MAKING STYLES:

Passive, Aggressive, Assertive

The following are three different approaches you can use in making choices in your life:

## PASSIVE

Passive decision making means you don't respect your own ability to make good choices and tend to rely on others. It is easier for you to let others decide for you even when it is not in your best interest. Sometimes you need information from others to make a better decision, but you do not think it out in your own mind, instead sheepishly going along with what others tell you to do.

## AGGRESSIVE

Aggressive decision making means that decisions are made on impulse without thinking. Usually your actions are offensive or disrespectful to others. Sometimes physical force is used to get your point across. Aggressive statements usually make the speaker feel important and powerful, at least for the moment.

## ASSERTIVE

Assertive decision making means you take charge of your own future through well-thought-out choices. You are respectful to yourself and to others. You advance your decision through positive action.

# PASSIVE



**The influence of peer pressure is vastly overrated. . . .  
Isn't that right, gang?**



# AGGRESSIVE



# ASSERTIVE

**Be Proactive**



**- I Am the Force**